DOCUMENT RESUME

ED 034 476 HE 001 196

AUTHOR	Kanun, Clara
TITLE	Actual and "Ideal" Patterns of Attendance Summer Session and Academic Year 1964 to 1968, 1963-64 to 1967-68. Part two, Series One.
INSTITUTION	Minnesota Univ., St. Paul. General Extension Div.
PUB DATE	Jun 69
NOTE	24p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.30
DESCRIPTORS	*Attendance, *Enrollment Rate, *Enrollment Trends, *Higher Education, *Summer Schools
IDENTIFIERS	*Minnesota University

ABSTRACT

This report gives an answer to the question "What motivates summer session attendance?" The patterns of attendance of 3 groups of students (summer session only, academic year only, and both) are compared with the "ideal," and the generalization is made that the academic year students attending the summer session are "more often motivated by acceleration toward the degree goal" than the "academic year only" or "summer session only" students. "Ideal" is defined as attendance at both parts of the summer session or throughout the academic year terms (fall, winter, and spring). Attendance data are given for each group of students in the College of Liberal Arts, the College of Education, and the Graduate School for the academic years 1963-64 through 1967-68 and the summer sessions 1964-68. (DS)

ED034476

University of Minnesota

ACTUAL AND "IDEAL" PATTERNS OF ATTENDANCE SUMMER SESSION AND ACADEMIC YEAR

1964 to 1968 -- 1963-64 to 1967-68

Part Two, Series One

By:
Clara Kanun,
Director of Research
General Extension Division
and Summer Session

HE 001 196

June, 1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED034476

FOREWARD

Part Two of Summer Session Series One gives an answer to the question: What motivates Summer Session attendance? The patterns of attendance of three groups of students are compared with the "ideal", and the generalization is made that the academic year students attending Summer Session are more often motivated by acceleration toward the degree goal than the academic year only or Summer Session Only students.

The data reported and described in these pages are an abstraction of the whole. It is possible to answer similar and other questions for each college and all units of the University, and these questions will be welcomed by the writer.

Acknowledgement is gratefully and respectfully given to the Directors and Technologists of the Data Processing Center who patiently listened to my questions and were able to help me know the wealth of information available in the routinely stored records of the University. Ralph J. Willard, Director of the Data Processing Center, and Harold A. Ludke, Data Processing Operations Supervisor, and their staff have unfailingly been helpful and graciously responded to many requests.

Acknowledgement and gratitude are also given the Summer Session Deans, past and present, for their concern in raising the key questions and for the support and counsel in authorizing these studies. The Deans are Willard L. Thompson, Dean of General Extension Division and Summer Session; Harold A. Miller, Assistant Dean of Summer Session; and E. W. Ziebarth, formerly Summer Session Dean and currently Dean of the College of Liberal Arts.

Finally, acknowledgement of the assistance of two colleagues and friends for their reading of the manuscripts: Virginia Kivits, Associate Professor, General College; and Harold J. Alford, Director of Independent Study, General Extension Division and Director Elect, Continuing Education and Summer Session, Kansas State University, Manhattan, Kansas.

Clara Kanun

The University of Minnesota Summer Session program provides opportunity for acceleration toward a degree goal, for compensation of academic deficiencies, and for academic enrichment for the full or part-time student. Motivation of students attending Summer Session is reflected in the patterns of attendance described in these pages.

The "ideal" registration patterns for University of Minnesota students are sequential in each registration period during the academic year as well as during the Summer Session. For the academic year the ideal is consecutive registrations in Fall, Winter and Spring quarters; for the Summer Session the ideal is consecutive registrations in First and Second terms. Programs in professional schools and many sequence courses in other areas are planned for the ideal pattern of attendance.

Because the actual attendance patterns vary from the ideal, a comparison of these variations among three groups of students is relevant to a greater appreciation of the role the Summer Session plays in the total program of the University. The groups of students are the academic year students who also attend Summer Session, the academic year only students, and the Summer Session Only students. The description of the patterns of registration in the following pages is of the total enrollment and, in detail, of the three units of major enrollment--the College of Liberal Arts, the Graduate School and the College of Education. The time period is five years: the academic years from 1963-64 to 1967-68 and of the Summer Sessions from 1964 through 1968. The variation between the ideal and the real attendance patterns during the five-year period, 1963-1968, is related to the finding that the academic year students who are also Summer Session students more often follow the ideal pattern of attendance within the academic year and within the Summer

Session than do the academic year only students. Similarly, the academic year students more often follow the ideal pattern of registration in the First and Second terms of the Summer Session than do the Summer Session Only students. The greater commitment to sequential registration patterns characteristic of academic year students is one major index of the motivation of acceleration for this group of students.

PATTERNS OF ACADEMIC YEAR REGISTRATION: Although the ideal pattern of registration during the academic year is sequential in Fall, Winter and Spring quarters, there are seven possible patterns of registration which students may follow.[1] From the actual patterns of registration, however, it would appear that the academic year student who is also a Summer Session student more often follows the ideal registration pattern during the academic year than the student registering in the academic year only.

The comparison in Table I shows the pattern of academic year attendance in sequential three-quarter registration for the total University enrollment, for the academic year only students, and for the academic year students who also attend Summer Session. Five academic years are covered: 1963-64 through 1967-68.

Reading horizontally from Table I for 1963-64, the total enrollment was 40,006. The number of students who registered in Fall, Winter and Spring Quarters that year was 27,289 or 68.21% of the total. The total enrollment included 31,319 students who registered during the academic year only. Of these 20,383 or 65.08% registered in three quarters. Among the 8,687 academic year students who also registered in the Summer Session,

---

NOTE 1: The seven possible attendance patterns during the academic year are: Fall; Winter; Spring; Fall, Winter and Spring; Fall and Winter; Fall and Spring; Winter and Spring.

6,906 or 79.38%, registered in all three academic quarters.

The pattern in each of the years shown in Table I is similar: A larger proportion of academic year students who were also Summer Session students registered in the ideal type of pattern--sequential registration in Fall, Winter and Spring Quarters.

For five-year trend patterns, each set of proportions should be read vertically. The five-year trend is toward an increasing proportion of all the students registering in the ideal pattern: from 68.21% of the total in 1963-64 to 71.49% of the total in 1967-68. Among the academic year only students the five-year trend is also one of increasing commitment to the ideal pattern of registration, from 65.08% in 1963-64 to 68.65% in 1967-68, with the largest proportion in 1965-66 and a slight dip in this proportion in 1967-68. However, among the academic year students also attending Summer Session there is variation from year-to-year within the five years, although the proportion in three-quarter registration in 1967-68 is one percent higher than that in 1963-64.

SEE TABLE I

TABLE I
PATTERN OF ACADEMIC YEAR ATTENDANCE IN SUQUENTIAL PERIODS
ACADEMIC YEAR ONLY AND ACADEMIC YEAR ALSO IN SUMMER SESSION
1963--1968
ALL COLLEGES

	Total Academic Year			Academic Year Only			Academic Year in Summer Session		
	Total	AY in FWS	Percent in FWS	AY Only	No. in FWS	Percent in FWS	AY in SS	No. in FWS	Percent in FWS
1963-64	40,006	27,289	68.21%	31,319	20,383	65.08%	8,687	6,906	79.38%
1964-65	43,963	30,776	70.00%	34,669	23,184	66.87%	9,294	7,586	81.62%
1965-66	47,704	34,121	71.53%	37,491	25,682	68.50%	10,213	8,439	82.63%
1966-67	49,839	35,416	71.06%	39,299	26,743	68.05%	10,540	8,673	82.29%
1967-68	51,556	36,857	71.49%	39,160	26,885	68.65%	12,396	9,972	80.45%

PATTERNS OF ACADEMIC YEAR REGISTRATION FOR THREE UNITS CARRYING MAJOR ENROLLMENT: Three units carry more than half the enrollment during the academic year: the College of Liberal Arts, the Graduate School and the College of Education. In each of the years covered by this study, the proportions of the total enrollment carried by these three units were these:

1963-64	55.99%
1964-65	56.14%
1965-66	56.52%
1966-67	57.21%
1967-68	58.15%

The trend within this period is toward a greater proportion of the total enrollment in these three colleges.

For economy in space and readability the description of registration in this study covers the patterns in each of these three principal units rather than in all the colleges. The details of sequential three-quarter registration patterns are shown in Table II for the College of Liberal Arts, Table III for the Graduate School, and Table IV for the College of Education.

In each of these units, more of the academic year students who also attend Summer Session follow the ideal registration pattern during the academic year.

COLLEGE OF LIBERAL ARTS

The College of Liberal Arts is the registration unit carrying the largest enrollment in the University, both during the academic year and during the Summer Session. The numbers and proportions of students following sequential registration patterns in Fall, Winter, and Spring Quarters shown in Table II are similar to that shown in the previous table. The comparative proportions of enrollment in each of the five years for the College of Liberal Arts shown in Table II are the following:

In 1963-64, the total academic year enrollment in the College of Liberal Arts was 12,372. Approximately two-thirds, 66.89% or 8,276 students, followed the ideal of sequential registration in Fall, Winter and Spring quarters. Of the 10,098 students who were academic year only, 6,509 or 64.45% registered in the ideal three-quarter pattern. Among the 2,274 academic year students who also attended Summer Session, 77.70% or 1,767 registered in Fall, Winter, and Spring Quarters.

From year to year within the five-year period, some variations occur in the proportions of those who follow the ideal attendance pattern. In each of the groups, the increase trend is interrupted in the 1966-67 year and reestablished among the academic year only students in the 1967-68 year.

SEE TABLE II

TABLE II
PATTERN OF ACADEMIC YEAR ATTENDANCE IN SEQUENTIAL PERIODS
ACADEMIC YEAR ONLY AND ACADEMIC YEAR ALSO IN SUMMER SESSION
1963--1968
COLLEGE OF LIBERAL ARTS

	Total Academic Year			Academic Year Only			Academic Year in Summer Session		
	Total	AY in FWS	Percent in FWS	AY Only	No. in FWS	Percent in FWS	AY in SS	No. in FWS	Percent in FWS
1963-64	12,372	8,276	66.89%	10,098	6,509	64.45%	2,274	1,767	77.70%
1964-65	14,022	9,828	70.09%	11,365	7,701	67.76%	2,657	2,127	80.05%
1965-66	15,562	11,068	71.12%	12,463	8,535	68.48%	3,099	2,533	81.74%
1966-67	16,785	11,807	70.34%	13,449	9,134	67.92%	3,336	2,673	80.13%
1967-68	17,781	12,633	71.05%	13,666	9,339	68.34%	4,115	3,294	80.05%

THE GRADUATE SCHOOL

The Graduate School is the unit with the second largest enrollment, not only during the academic year but in the Summer Session also. The details of numbers and proportions of students registering sequentially in Fall, Winter and Spring quarters are shown in Table III. The pattern of attendance among Graduate students is similar to that shown in the College of Liberal Arts: The students who also attend the Summer Session are most often those registering in the three quarters sequentially during the academic year.

The total Graduate School enrollment in 1963-64 was 6,746. More than two-thirds (68.53%) or 4,623 registered sequentially in three academic quarters. Of the 4,940 attending during the academic year only, 3,298 or 66.81% followed the ideal pattern of registration. Among the 1,806 academic year students also attending in the 1964 Summer Session, 1,325 or 73.37% registered in Fall, Winter and Spring Quarters. Within the five years the variations in proportions following the ideal attendance pattern is similar in each of the groups of Graduate students as shown in Table III. The five-year trend shows that a higher proportion registered in three sequential quarters in 1967-68 than in 1963-64. This increase over the five-year period is greatest among the academic year students in Summer Session.

SEE TABLE III

TABLE III
PATTERN OF ACADEMIC YEAR ATTENDANCE IN SEQUENTIAL PERIODS
ACADEMIC YEAR ONLY AND ACADEMIC YEAR ALSO IN SUMMER SESSION
1963--1968
GRADUATE SCHOOL

	Total Academic Year			Academic Year Only			Academic Year in Summer Session		
	Total	AY in FWS	Percent in FWS	AY Only	No. in FWS	Percent in FWS	AY in SS	No. in FWS	Percent in FWS
1963-64	6,746	4,623	68.53%	4,940	3,298	66.81%	1,806	1,325	73.37%
1964-65	7,283	5,045	69.27%	5,438	3,651	67.14%	1,845	1,394	75.56%
1965-66	7,924	5,679	71.66%	5,744	3,966	69.05%	2,180	1,713	78.57%
1966-67	8,337	5,901	70.78%	6,187	4,227	68.32%	2,150	1,674	77.86%
1967-68	8,627	6,082	70.50%	6,227	4,218	67.74%	2,400	1,864	77.67%

THE COLLEGE OF EDUCATION

The third largest enrollment unit during the Summer Session is the College of Education, although during the academic year this college ranks either fourth or fifth (varying with annual shifts in enrollment among the colleges). The pattern of academic year attendance in sequential periods is shown in Table IV for the College of Education. The difference in proportions of sequential period attendance between the academic year only and the academic year students in Summer Session is much greater in this college than in the other two units. For example, the total enrollment in 1963-64 was 3,282 students of whom 2,107 or 64.20% attended all three quarters. Among the 2,192 academic year only students, 57.25% or 1,255 registered sequentially in all three quarters. By contrast, among the 1,090 academic year students also attending Summer Session, 852 or 78.17% attended in the three quarters.

The pattern within the five-year period varies for each group in this college. Among the academic year only students, a smaller proportion registered in the ideal pattern in 1967-68 than in 1963-64. By contrast, among the academic year students in Summer Session a higher proportion followed the ideal attendance pattern in 1967-68 than in 1963-64.

SEE TABLE IV

TABLE IV
PATTERN OF ACADEMIC YEAR ATTENDANCE IN SEQUENTIAL PERIODS
ACADEMIC YEAR ONLY AND ACADEMIC YEAR ALSO IN SUMMER SESSION
1963--1968
EDUCATION

	Total Academic Year			Academic Year Only			Academic Year in Summer Session		
	Total	AY in FWS	Percent in FWS	AY Only	No. in FWS	Percent in FWS	AY in SS	No. in FWS	Percent in FWS
1963-64	3,282	2,107	64.20%	2,192	1,255	57.25%	1,090	852	78.17%
1964-65	3,376	2,226	65.94%	2,228	1,296	58.17%	1,148	930	81.01%
1965-66	3,479	2,293	65.91%	2,289	1,329	58.06%	1,179	953	80.83%
1966-67	3,391	2,198	64.82%	2,195	1,211	55.17%	1,196	987	82.53%
1967-68	3,573	2,343	65.57%	2,217	1,232	55.57%	1,356	1,111	81.93%

PATTERN OF SUMMER SESSION REGISTRATION: The two five-week terms at the University of Minnesota constitute one quarter in time and in possible work completion by the student. The ideal pattern of enrollment during the Summer Session is sequential registration in First and Second terms, although the study reveals that the actual patterns of attendance vary from the ideal.

When the pattern of two-term registration is recorded for the five Summer Sessions, 1964 through 1968, the proportions vary from year to year within the period, as shown in Table V. In each of the Summer Sessions during the five-year period, less than half of the students followed the ideal two-term enrollment. In 1964, the total Summer Session registration was 15,581 students of whom 6,371 or 40.88% registered First and Second Terms. In 1968, the total Summer Session registration has increased to 20,199; at that time, 8,737 students or 43.25% registered sequentially in both terms.

TABLE V
PATTERN OF TOTAL SUMMER SESSION REGISTRATION
IN SEQUENTIAL TERMS
1964-1968
ALL COLLEGES

Year	Total Registration	No. Attending Both Terms	Proportion Attending Both Terms
1964	15,581	6,371	40.88%
1965	16,610	6,824	41.08%
1966	17,803	7,677	43.12%
1967	17,523	7,404	42.25%
1968	20,199	8,737	43.25%

When the patterns of registration of the two groups in Summer Session, (the academic year students and the Summer Session Only students) are recorded in detail, as shown in Table VI, the contrast is very great. Included in Table VI are the patterns of registration of each group by First Term, Second Term and Both Terms for all colleges combined.

From the section of Table VI headed "Academic Year Students in Summer Session," the pattern in the 1964 Summer Session can be read. Slightly more than half, 50.68% of the 8,687 academic year students registered sequentially in Both Terms of the Summer Session. Slightly more than one-third, 36.40% or 3,162, registered in First Term Only, and 12,92% or 1,122 registered Second Term Only. The pattern of Summer Session enrollment relationships of the academic year students in the 1968 Summer Session was similar to 1964 with some variation within the five-year period.

By contrast, the patterns of attendance of the "Summer Session Only Students" in the lower half of Table VI show that approximately half of the students registered in the First Term Only; less than one-fourth in the Second Term Only; and the remaining students in both Terms. Specifically, in the 1964 Summer Session, 51.16% or 3,527 of the 6,894 registered in First Term; 20.29% or 1,399 registered in Second Term; and 28.55% or 1,968 registered Both Terms.

There is some year to year variation in the patterns of registration of the Summer Session Only students within the five-year period shown in Table VI, the trend being toward a higher proportion registered in Both Terms from 1964 to 1968. Nevertheless, the basic contrast between the two groups is clear and underlines the fact that within the Summer Session, the academic year students more often follow the ideal type of registration in sequential terms than do the Summer Session only students.

SEE TABLE VI

TABLE VI
PATTERNS OF SUMMER SESSION REGISTRATION IN SEQUENTIAL TERMS
ACADEMIC YEAR AND SUMMER SESSION ONLY STUDENTS
1964-1968
ALL COLLEGES

ACADEMIC YEAR IN SUMMER SESSION

Year	First Term	Percent of AY	Second Term	Percent of AY	Both Terms	Percent of AY	Total AY in SS
1964	3,162	36.40%	1,122	12.92%	4,403	50.68%	8,687
1965	3,324	35.77%	1,303	14.02%	4,667	50.22%	9,294
1966	3,599	35.24%	1,336	13.08%	5,278	51.68%	10,213
1967	3,905	37.05%	1,503	14.26%	5,132	48.69%	10,540
1968	4,473	36.38%	1,587	12.91%	6,236	50.71%	12,296

SUMMER SESSION ONLY

Year	First Term	Percent of SS	Second Term	Percent of SS	Both Terms	Percent of SS	Total SS Only
1964	3,527	51.16%	1,399	20.29%	1,968	28.55%	6,894
1965	3,567	48.76%	1,592	21.76%	2.157	29.48%	7,316
1966	3,627	47.79%	1,564	20.61%	2,399	31.61%	7,590
1967	3,120	44.68%	1,591	22.78%	2 272	32.54%	6,983
1968	3,723	47.11%	1,679	21.25%	2.501	31.64%	7,903

PATTERNS OF SUMMER SESSION REGISTRATION FOR THREE UNITS CARRYING MAJOR ENROLLMENT: The three units of major enrollment in the Summer Session are the College of Liberal Arts, the Graduate School and the College of Education. In each of the Summer Sessions covered by this report more than two-thirds of the total enrollment is carried by these units as shown:

1964	66.48%
1965	67.95%
1966	69.35%
1967	68.07%
1968	68.48%

It is no surprise, therefore, that the patterns of registration for the Summer Session described in the previous section are reflected in the patterns in each of the units described in this section. The differences among the colleges, however, are notable and can be related to the different role each fills in the total Summer Session program.

In addition to awarding the largest number of baccalaureate degrees, the College of Liberal Arts is also a service unit for most of the pre-professional programs. Graduate students in the Social Science, Humanities and the four professional schools carry their course work in the departments of this college.

The Graduate School is an administrative unit and does not house academic departments.

The College of Education is a professional degree awarding unit serving undergraduate and graduate students in its academic departments.

THE COLLEGE OF LIBERAL ARTS

More than one-third of the Summer Session enrollment was carried by the College of Liberal Arts in 1968, and in each of the Summer Sessions covered by this report this was the unit carrying the largest proportion of the total enrollment.

Throughout the five-year period, the Liberal Arts academic year student in Summer Session was more often registered sequentially in Both Terms, as shown in Table VII. The patterns of academic year students in Summer Session and Summer Session Only students for the 1964 to 1968 Summer Session can be read from Table VII. During the 1964 session, 1,099 or 48.33% of the 2,274 academic year students registered sequentially in Both Terms, as shown in the top half of Table VII. Approximately 37% registered in First Term Only and 14.78% in Second Term.

Within the five year period the pattern of summer term registration varies with a trend of smaller proportion of academic year students registered in Both Terms in the 1968 Summer Session than in the 1964 Summer Session and with a proportionately increased number registered for First Term Only.

By contrast the registration pattern of the Summer Session Only students in the College of Liberal Arts shows a higher proportion registered in First Term only compared with the proportion in Both Terms. In the 1964 Summer Session, 34.19% or 706 of the 2,065 Summer Session Only students registered in Both Terms, while 46.44% or 959 registered in First Term. The proportions of Summer Session Only students in the respective term registrations was the same in 1964 as in 1968 as shown in Table VII with some fluctuation within the five year period.

SEE TABLE VII

TABLE VII
PATTERNS OF SUMMER SESSION REGISTRATION IN SEQUENTIAL TERMS
ACADEMIC YEAR AND SUMMER SESSION ONLY STUDENTS
1964-1968
LIBERAL ARTS

ACADEMIC YEAR IN SUMMER SESSION							
Year	First Term	Percent of AY	Second Term	Percent of AY	Both Terms	Percent of AY	Total AY in SS
1964	839	36.90%	336	14.78%	1,099	48.33%	2,274
1965	1,015	38.20%	366	13.77%	1,276	48.02%	2,657
1966	1,198	38.66%	425	13.71%	1,476	47.63%	3,099
1967	1,366	40.95%	457	13.70%	1,513	45.35%	3,336
1968	1,645	39.97%	540	13.12%	1,930	46.90%	4,115

SUMMER SESSION ONLY							
Year	First Term	Percent of SS	Second Term	Percent of SS	Both Terms	Percent of SS	Total SS Only
1964	959	46.44%	400	19.37%	706	34.19%	2,065
1965	1,060	44.19%	499	20.80%	840	35.01%	2,399
1966	1,205	44.85%	532	19.80%	950	35.36%	2,687
1967	1,139	44.49%	524	20.47%	897	35.04%	2,560
1968	1,368	46.48%	574	19.50%	1,001	34.02%	2,943

THE GRADUATE SCHOOL

The second unit of major enrollment in the Summer Session, as in the academic year is the Graduate School with 19.44% of the total 1968 Summer Session enrollment.

The pattern of summer term registration for academic year and for Summer Session Only Graduate students is shown in Table VIII. There was somewhat greater variation than in the other two colleges within the five-year period in proportion of academic year Graduate students following the ideal sequential two-term enrollment within the five-year period. The highest proportions of Graduate students registered in Both Terms occurred in the 1966 Summer Session, with 53.81%; and in 1968, with 53.12%. The years in which the First Term Only and Second Term Only proportions of registrations rose were 1965 and 1967. In these years the two term or Both Term enrollment decreased.

Among the Summer Session Only Graduate students, the patterns of term registration are somewhat different from those of the academic year students. The proportion of Summer Session Only registered Both Terms shows an increasing trend from 28.00% in 1964 Summer Session to 34.00% in 1966; 34.34% in 1967; and 34.12% in 1968.

The variation within the five year period is seen in the shift from 51.26% of Summer Session Only students registered in First Term 1964, to 44.66% in First Term in 1968. Although there are variations within the five year period in proportions in Second Term Only, the 20.74% in the 1964 Summer Session and the 21.22% in the 1968 Summer Session are similar.

Graduate Students in the Summer Session, whether academic year students or Summer Session Only, are all degree candidates. It is therefore particularly interesting to note that the academic year students attending Summer Session are more often registered in Both Terms. This largely reflects the fact that more than 40% of the Summer Session Only Graduate students are majors in various fields of Education, and are employed educators, and therefore, are only part-time degree candidates who cannot easily commit themselves to Both Term attendance.

SEE TABLE VIII

TABLE VIII
PATTERNS OF SUMMER SESSION REGISTRATION IN SEQUENTIAL TERMS
ACADEMIC YEAR AND SUMMER SESSION ONLY STUDENTS
1964-1968
GRADUATE SCHOOL

ACADEMIC YEAR IN SUMMER SESSION							
Year	First Term	Percent of AY	Second Term	Percent of AY	Both Terms	Percent of AY	Total AY in SS
1964	632	34.99%	236	13.07%	938	51.94%	1,806
1965	670	36.31%	295	15.99%	880	47.70%	1,845
1966	730	33.49%	277	12.71%	1,173	53.81%	2,180
1967	757	35.21%	411	19.12%	982	45.67%	2,150
1968	822	34.25%	303	12.63%	1,275	53.12%	2,400

SUMMER SESSION ONLY							
Year	First Term	Percent of SS	Second Term	Percent of SS	Both Terms	Percent of SS	Total SS Only
1964	897	51.26%	363	20.74%	490	28.00%	1,750
1965	820	46.91%	407	23.28%	521	29.81%	1,748
1966	767	46.15%	330	19.86%	565	34.00%	1,662
1967	553	41.55%	321	24.12%	457	34.34%	1,331
1968	682	44.66%	324	21.22%	521	34.12%	1,527

COLLEGE OF EDUCATION

Among the three units of major enrollment, the College of Education is the unit in which more than half the Summer Session enrollment consists of Summer Session Only students. Most of these summer students are working educators during the academic year. These characteristics of the summer registrants in the college are indicated by the patterns of term enrollment shown in Table IX.

Among the academic year students registered in the College of Education in the Summer Session the five-year trend in Both Term registration was an increasing one from 1964 to 1968. Of the 1,090 academic year students in this college in the 1964 Summer Session, 45.23% or 493 registered in Both Terms. Almost as many, 471 or 43.21% registered in First Term Only; and 126 or 11.56% in Second Term Only.

In 1968, 50.29% of the 1,356 academic year students registered in Both Terms; 39.38% in First Term Only; and 10.32% in Second Term Only.

The contrast in patterns of Summer Session registration between academic year students and Summer Session Only students is greatest in this college, as shown in Table IX. In the 1964 Summer Session, 57.17% or 785 of the 1,373 Summer Session Only students registered in First Term Only, 24.18% in Second Term, and 18.65% in Both Terms. In each of the five Summer Sessions the highest proportion of Summer Session Only students registered in First Term Only; and although less than one-fourth registered in Second Term Only, a larger proportion in each of the five years registered in Second Term Only than in Both Terms. This pattern of relatively small proportions in Both Term registration is unique to the College of Education.

SEE TABLE IX

TABLE IX
PATTERNS OF SUMMER SESSION REGISTRATION IN SEQUENTIAL TERMS
ACADEMIC YEAR AND SUMMER SESSION ONLY STUDENTS
1964-1968
EDUCATION

ACADEMIC YEAR IN SUMMER SESSION							
Year	First Term	Percent of AY	Second Term	Percent of AY	Both Terms	Percent of AY	Total AY in SS
1964	471	43.21%	126	11.56%	493	45.23%	1,090
1965	477	41.55%	119	10.37%	552	48.08%	1,148
1966	443	37.57%	149	12.64%	587	49.79%	1,179
1967	472	39.46%	139	11.62%	585	48.91%	1,196
1968	534	39.38%	140	10.32%	682	50.29%	1,356

SUMMER SESSION ONLY							
Year	First Term	Percent of SS	Second Term	Percent of SS	Both Terms	Percent of SS	Total SS Only
1964	785	57.17%	332	24.18%	256	18.65%	1,373
1965	891	64.10%	305	21.94%	194	13.96%	1,390
1966	944	61.26%	302	19.60%	295	19.14%	1,541
1967	764	56.38%	306	22.58%	285	21.03%	1,355
1968	799	52.65%	381	22.52%	313	20.96%	1,493